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ABSTRACT

This paper examines what public colleges are doing to improve the retention of students, and provides a synopsis of 12 examples of "best practices" in Indiana and 3 from other states. The commission also presents 11 observations, each accompanied by one or more possible strategies that might improve student retention. The observations and strategies fall under the following categories: (1) Knowledge of literature and practices; (2) Scope of programs and activities; (3) Data gathering and analysis; (4) Incentives; (5) Community; (6) Two-year college education; (7) African-American students; (8) Program measurement or assessment; (9) The role of administration and faculty; (10) Student performance; and (11) The future of retention programs in the academic community. Appended are detailed descriptions of the 14 examples of "best practices." At Indiana University Bloomington they have created the Briscoe Academic Support Center, which offers one-on-one tutoring help to undergraduates in the Briscoe residence hall. Others include Indiana University-Purdue University Indianapolis' Student Mentoring Program, Indiana University East's Supplemental Instruction, Purdue University West Lafayette's Horizons, Purdue University Calumet's University Division, Ball State University's University College, Indiana State University's Enrollment Planning Team, University of Southern Indiana's Academic Skills, Vincennes University's Cope Student Support Services, Ivy Tech State College-Evansville's Career Exploration and Goal-Setting Course, Ivy Tech State College-Kokomo's Quest Program, and Ivy Tech State College-Richmond's Improving Awareness of Tutoring Lab Services. Programs at the University of Michigan, Florida State University, and Xavier University of Louisiana are also described. (AMA)

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ED 431 480

Campus Retention Programs at Indiana Public Institutions: Working Paper

Indiana Commission for Higher Education

Thursday, May 8, 1997

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DISCUSSION ITEM A: **Campus Retention Programs at Indiana Public Institutions: Working Paper**

Staff Recommendation For information only.

Background

The Commission for Higher Education has discussed data on student retention on many occasions in the past, either in the context of degree completion and persistence progress reports mandated by the General Assembly or statewide performance objectives. In discussing these reports, the Commission has asked a variety of questions about what strategies campuses might pursue to improve retention. This working paper provides an opportunity for the Commission and the institutions to focus attention on retention strategies themselves, especially those that are considered "best practices," not as a side issue to discussing data, but as a central focal point.

The material included in this report has been reviewed by -- and in the case of the Indiana "best practice" descriptions, supplied by -- an advisory committee of institutional representatives.

Supporting Document *"Campus Retention Programs at Indiana Public Institutions: Working Paper," April 29, 1997*

CAMPUS RETENTION PROGRAMS AT INDIANA PUBLIC INSTITUTIONS:

WORKING PAPER*

April 29, 1997

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*A working paper is a staff paper prepared to elicit discussion of particular issues. It does not necessarily represent the opinion of the Commission or of individual members.

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I. INTRODUCTION

Student retention has been for some time an important topic to the Commission for Higher Education and the State of Indiana. In 1987, the Indiana General Assembly mandated that the Commission for Higher Education "develop a definition for and report biennially on degree completion and persistence rates" for students enrolled in Indiana post-secondary education. Since then, the Commission has produced four reports on degree completion and persistence and has adopted performance objectives related to the topic.

On a number of occasions--including a nine month task force review in 1991-92 and most recently at the December 1996 Commission meeting at which performance objectives were discussed--the Commission has asked more questions about why students drop out and what institutions can do to retain more students, thereby ultimately increasing the proportion who complete degrees. This project was conceived as a partial response to Commission inquiries that go beyond the tracking and reporting of student retention and degree completion rates.

In January 1997, the Commission invited the leaders of the seven public institutions and the President of the Independent Colleges of Indiana to send a representative or representatives to serve on a Retention Advisory Committee. At its first meeting, the committee discussed methods of responding to the interest of the Commission. Two surveys, one developed by the American Association of State Colleges and Universities (AASCU) and another by the National Center for Higher Education Management Systems (NCHEMS), were proposed as vehicles for gathering information. Another approach was to provide the Commission with all printed materials on retention activities and programs on the campus or campuses of each public institution of higher education. The use of comparisons with peer institutions was also considered. Finally, the committee agreed that each institution should provide an example of an exemplary or "best practice" model of retention, with two or three examples provided from multi-campus institutions.

Goals of the Project

The committee also reviewed a draft set of objectives. After discussion, the project objectives were refined:

1. To determine what public institutions are doing to improve the retention of students, especially with respect to "best practices."

2. To provide an opportunity for the independent institutions to report progress on their retention project.

3. To compare and contrast, in a non-judgmental way, the approaches taken by different institutions.

4. To determine how institutions are addressing, within the context of their over-all campus retention strategies, the retention of underrepresented minorities and students at risk (e.g., African American students, Twenty-First Century Scholars).

5. To identify and describe a small number of institutions outside Indiana that have exemplary and proven student retention programs.

These objectives were included in the project design, which was discussed by the Commission at its February 1997 meeting.

Project Approach

To implement the objectives, the Commission staff established three categories of best practices: those proven or well established; those recently developed or implemented; and those under consideration. Committee members were asked to provide one or two examples for each category for each campus and, in each example, to give detailed information regarding undergraduate population served, staffing, structure, history, and assessment mechanisms and outcomes.

At the second meeting, the committee was presented with a matrix (see Appendix B) of all information sent to the Commission. The committee discussed the value of their review of campus programs. Some institutions had presented more than requested. The committee concluded that the additional information offered a useful picture of the broad scope and array of retention activities in place at all the public institutions of higher education. Because of constraints on the size of the report, the committee and Commission staff decided to concentrate on a limited number of best practices for presentation to the Commission: one each from USI, ISU, Vincennes, IUPUI, IU-Bloomington, an IU regional campus, Purdue-West Lafayette, a Purdue regional campus, and BSU, and three from ITSC (see Table 1, which is discussed in the next section). The committee decided to meet one final time to review a set of findings prepared by the commission staff.

II. EXAMPLES OF BEST PRACTICES IN INDIANA

The twelve examples of best practice retention programs at Indiana public institutions (see summary in Table 1 and a more detailed description in Appendix A) seem to address at least three concerns common to most retention activities and to the literature on retention. First, these "best practices" focus on students, the key input in the retention process. Programs like IU-Bloomington's newly created Briscoe Center and Ball State's University College focus on the needs of all students. IU-Bloomington's program proposes to take assistance to students into a centralized location within the dormitory complex, whereas components of Ball State's University College operate in multiple locations. Socioeconomic factors like income level, physical disability, and first generation status inspired the Purdue-West Lafayette Horizons program and Vincennes University's COPE program. USI's Academic Skills Program targets an audience of entering freshmen; their program acknowledges that a disproportionate number of entering students may need some form of transitional assistance. The interest in the student's level of preparation also surfaces in

Table 1

RETENTION PROGRAMS AT INDIANA PUBLIC INSTITUTIONS: BEST PRACTICES

Campus/ Program	Date Established	Population Served	Assessment Mechanism	Outcomes
IU Bloomington "Briscoe Academic Support Center (ASC)"	Fall 1996	Any Student (beginning students; those with difficulties in math, writing, or general study skills)	Performance in particular courses and courses in general; compare data on "at-risk" users Vs "at-risk" non-users	In fall, 1996, there were 1,500 first-time and almost 3,000 repeat users
IUPUI "Student Mentoring Program"	Spring 1992	Students in 45 "high risk" courses	Baseline group comparisons; linear regression analysis; subgroup analysis to find retention rates	Retention rates for participants 71% Vs 55% for non-participants; participants earn .5 to one full grade higher than non-participants

Campus/ Program	Date Established	Population Served	Assessment Mechanism	Outcomes
IU East "Supplemental Instruction" (SI)	Spring 1993	Students in "historically difficult" 100-level courses (note: SI currently in use on four other regional campuses)	Student evaluations (satisfaction ratings on 5 pt. Likert scale), course grades, semester GPAs, and persistence to the next semester	Served 150 students, or 41% of students in 12 sections of SI high risk courses. Average GPA 2.63 Vs 2.16 for others in the same courses. 86% had semester GPA of 2.0. Satisfaction rating of 4.4 for 99%. 88% received C or better in the courses
Purdue West Lafayette "Horizons"	1978	Special support services for low income, physically disabled, and 1st generation college students	Longitudinal study of matched pairs to find completion and persistence rates	After twelve semesters, 74% of Horizons Vs 40% of non-Horizons had graduated or were still enrolled

Campus/ Program	Date Established	Population Served	Assessment Mechanism	Outcomes
Purdue Calumet Developmental Studies Program of "University Division"	Early 1970s	Students not directly admissible into the major and in need of further preparation	Retention rate and pass rate in developmental reading, writing, and math courses measured by the Office of Evaluation & Planning and against national data	Retention rate for developmental studies students 2% less than for new undergraduates
Ball State University "University College (UC)"	1985	All undergraduate students	Internal assessment, institutional data, and external evaluation of persistence rates and GPAs	Has clear impact on student academic performance
Indiana State University "Enrollment Planning Team"	1994	All undergraduate students and the programs for them	Key Performance Indicators (KPI)	Development of planning strategies

Campus/ Program	Date Established	Population Served	Assessment Mechanism	Outcomes
University of Southern Indiana "Academic Skills"	Mid 1970s	Entering students and students who need help in writing, math, reading, or study skills	Pass rates in writing, reading, and mathematics courses	Success rates of 78% in writing, 69% in reading, & 53% in math are low compared to national averages because USI's pass requirements are higher
Vincennes University "Cope Student Support Services"	1978	Low income, physically disabled, and 1st generation college students	Statistics kept on retention rates; student evaluations	Over three year period, 1991-1994, 85-87% of participants eligible to transfer, return, or graduate
Ivy Tech Kokomo "Quest Program"	Fall 1995	African American students	Successful completion of courses with C or better	Successful completion has ranged from 50-80% of participants (Total N=50); retention is 60% for two, 40% for three, 25% for four, and 8% for five semesters
Ivy Tech Richmond "Improving Awareness of Tutoring Lab Services"	Fall 1995	Students who need remediation in writing, reading, and math, based on ASSET results	Track the usage of the lab and comparison of student opinion survey	Lab usage increased six-fold; student satisfaction (measured on ACT Student Opinion Survey) up 17.1% or 8.8% above the national average

Campus/ Program	Date Established	Population Served	Assessment Mechanism	Outcomes
Ivy Tech Evansville "Career Exploration and Goal Setting Course"	Fall 1996	Students who declare a major in General Technical Studies	Baseline informational survey and later a retention survey	Of 31 students, 18 completed the course; retention rate 89% for course takers Vs 64% for non-course takers

ITSC-Richmond's efforts to improve its students' -- most of whom require remediation -- awareness of the benefits of its Tutoring Laboratory. For Purdue-Calumet's Developmental Studies Program and ITSC-Evansville's Career and Goal Setting Course, the lack of preparation is evident not only in the special or open way in which some students have been admitted, but more importantly in the fact that they have not declared majors. The lack of a declared major is a better predictor of attrition than of retention. The importance of ethnicity in retention conditions ITSC-Kokomo's Quest Program targeting African American students with community help.

Second, these exemplary practices appreciate the strong correlation between student retention and curricular activities. A tool called Supplemental Instruction (SI), which consists of voluntarily attended group discussions with supplemental instruction provided by student mentors for those in high risk or historically difficult courses, is used at IUPUI, IU-East, and other IU regional campuses. A hybrid form, including peer tutoring and workshops, has been introduced at Ball State University, but all best practices contain, whether called SI or not, some form of extracurricular course related academic support.

If these best practices prove indicative, Academic Advising Courses inhabit the landscape of Indiana higher education along with SI programs. These academic advising courses may not always focus on curricular content, but they invariably provide students with time management, study, and personal skills essential for effective retention. Among these best practices, Purdue-Calumet and Ball State allow students to take these courses for credit, thus insuring them greater respectability, enticing more enthusiastic participation, and tying them closely to the academic curriculum. Other best practices offer these skills during orientation (e.g., Ball State University) or informally (e.g., Vincennes University).

Another type of course used to promote retention in Indiana is the Developmental Course. This offering contains academic content that is considered prerequisite to the taking of regular degree courses. USI has several developmental courses firmly in place. Purdue-Calumet even goes a step farther and permits students to 'pair' developmental with regular courses in the second semester. Moreover, at Purdue-Calumet, these courses may be taken for credit.

A final curricular innovation many Indiana public institutions of higher education seem poised to introduce is the Learning Community. Generally, groups of students living in the same residence halls take paired courses or clusters of the same courses. Ball State's University College is indicative of the interest here in this practice.

The third or last concern manifest in this collection of best practices is how specific retention efforts are related to all other such activities on a campus. Some, like Vincennes' COPE, IU-Bloomington's Briscoe Center, IUPUI's and IU-East's SI, may be termed free standing. Indeed, Vincennes' COPE illustrates the value of free standing approaches. COPE's activities are extremely individualized and intensely concentrated on each individual student in a personalized relationship with every aspect of the academic environment. A student may have dinner, for example, at a professor's home. However, in Indiana, the general trend leans toward the holistic rather than the free standing strategy for retention. In some cases, the comprehensive approach is called a division, in others a university college, and in still others the freshman year experience. Nonetheless, whether

individualized or comprehensive, the approaches taken by Indiana higher education institutions seem to be trying to address the challenge of retention within the constraints of the students' backgrounds and expectations, and of the institutions' current resources and abilities to meet the needs of their students.

III. EXAMPLES OF BEST PRACTICES IN OTHER STATES

In response to the Commission's interest in placing Hoosier retention activities in a larger context, it was necessary for the committee and staff to look at institutions outside of the state, those predominantly white as well as those predominantly and historically black. The examples of retention activities at nine institutions in ten other states, that were presented to the committee, suggest that more useful comparisons of retention and best practices occur when the primary unit of focus is the student being served. The ten institutions from which materials were gathered included: University of Virginia; University of Michigan; Florida State University; Prairie View A & M University; Vanderbilt University; North Carolina State University; University of California at Santa Cruz; University of Texas at Austin; Xavier University of Louisiana; and Patrick Henry Community College (VA). .

Of the ten reviewed by the committee, materials from the University of Michigan, Florida State University (FSU), and Xavier University of Louisiana (historically black) have been given attention in this report (see Appendices E, F, & G). Aside from the ease of acquiring information -- itself evidence of a proactive retention approach -- three other reasons required the selection of these institutions.

First, each of these three institutions shows an unabashed willingness to focus resources, rewards, and energies on the retention of their intended audience. They have the conviction that goals can be met. Xavier University works with students who by nearly all traditional measures should not succeed. All background variables--family, academic preparation, test scores, ethnicity, and financial--identify these students as seriously at risk. Despite the fact that Xavier faculty have relatively low salaries, faculty involvement appears everywhere, from recruitment and admission to classroom work to the students' personal activities. No professor, for example, would ever feel comfortable at Xavier if he or she longed to teach another type of student. However, the focus there produces outstanding results: 60% of the students graduate within four years and most pursue a tough curriculum of science and math. Sixty-eight percent of the students major in the sciences. Majors in chemistry and biology, as a result of institutional commitment, jumped from 20-25 each in 1970 to 250 and 400 respectively in 1990.

Second, the broad commitment to the activity is clear from the top to the bottom of the organization. At the University of Michigan, the concern for retaining and graduating minorities is evident in the mission statement and expressed in verifiable objectives. These objectives are rather generally expressed to avoid any criticisms of quotas. However, evaluations are made in numerical and quantifiable terms that allow the University to determine the effectiveness of its efforts. Moreover, the institution is not vague about whom it wants and tends not to accept an alternative subgroup. It does not allow mission creep to dilute and victimize retention goals and strategies. The University of Michigan decided early on that it would get the best prepared minorities and graduate more of them

than their peers. Michigan made comparisons not only with Big Ten institutions, but also with the best national competitors like the University of Virginia. It was determined to obtain a greater market share of the desired segment even if it meant providing sufficient aid, hiring more faculty, and changing the campus climate.

Third, each institution has concrete programs and the institutional data to enable project leaders and policy planners to assess their progress. These data are readily shared. Furthermore, knowledge of programs and data permits these institutions to leverage resources, rewards, and energies for unified action. Florida State University's retention activities have yielded good results through leveraging. A well conceived internal structure and organization, with a key person in charge, allows administration, faculty, staff, and students to know exactly what and where support is available. Most importantly, the university has not been afraid to enter consortia arrangements with competing institutions in order to serve better one of its targeted audiences. The Minority Scholars Program, to cite one instance, is available on all state university campuses in Florida. Yet while comparisons and rivalry with other institutions are ongoing, these comparisons do not prevent Florida State from frequent and close interaction and exchanges with their competitors. At Florida State, there seems no evidence of the artificial barriers--internal or external--that foster an unhealthy proprietorship rendering cooperation difficult if not impossible.

IV. OBSERVATIONS AND POSSIBLE STRATEGIES

Based on the materials gathered for this working paper, as well as a survey of the literature conducted as part of this project, eleven observations are made, each of which is accompanied by one or more possible strategies that might be considered to improve student retention. Some observations are specific to Indiana whereas others are more general in nature.

1. Knowledge of Literature and Practices

Observation: Indiana institutions of higher education already have staff and professors with broad knowledge of the research and theoretical literature on retention and related issues. Many campuses have faculty or staff who have been or are actively engaged in research on retention. Other staff and faculty have attended conferences on retention. Finally, even at the campus level, institutions have brought in consultants like Noel and Levitz, Inc., and John N. Gardner to advise them on retention matters. Most of the practices, those contained in Table 1 as well as those attached to this paper, exemplify all or some elements from four representative theoretical sources: Tinto's theory of retention; Astin's theory of involvement; Chickering's theory of development; and Richardson's model for state and institutional change for achieving diversity.

Possible Strategy: Create a mechanism to bring these interested persons together and to foster greater interaction and sharing among them.

2. **Scope of Programs and Activities**

Observation: Indiana institutions are engaged in all varieties of retention activities currently in vogue across the United States. However, except for the inherent requirements of the Lilly Endowmen, Inc.'s request for proposals on retention, very little formal sharing of experiences has occurred across systems, within systems, or even on campuses. This problem does not seem uniquely Hoosier. (Citation: Vanderbilt University faced this problem when it began its study of retention activities on campus.)

Possible Strategy: Appoint a person with primary responsibility for coordinating and disseminating information about all retention activities at the system level. Of concern is whether the appointee has enough time to do the work effectively. (Citation: Florida State University; University of Michigan; Vincennes University.)

Possible Strategy: Establish an exhaustive inventory of all programs. List all retention programs by name and target population on the World Wide Web. (Citation: Florida State University.)

Possible Strategy: Hold a biennial statewide retreat for all persons directly responsible for retention activities. Encourage the dissemination of interesting approaches and activities. Sharing works. (Citation: IUPUI shared an assessment approach developed at its campus, that came to this office from another IU campus, as a best practice under consideration.)

3. **Data Gathering and Analysis**

Observation: Current persistence rates provided by the Commission will not result by themselves in the development of effective retention strategies and especially of attrition prevention. However, the Commission's Student Information System (SIS) does have enough data elements to provide instructive historical trends and multivariate analysis. Moreover, proactive analysis is preferable over the reactive.

Possible Strategy: Collection and analysis of data on retention should be focused at least at the institutional, but preferably at the programmatic level. For consistency and ease of replicability, programs should consider the recommendations contained in the *JCAR (1996)*, published jointly by the Association of State Colleges and Universities, the American Association of Community Colleges, and National Association of State Universities and Land-Grant Colleges.

4. **Incentives**

Observation: Few institutions appear to use specific internal incentives for strengthening retention. Short of a precipitous fall in enrollments or of a protest by students (e.g., because of student protests, the University of Virginia took steps that led to its having the best minority retention rate in the nation), initial interest in retention often occurs as a result of a few caring individuals.

Possible Strategy: Each institution or campus should be encouraged explicitly to dedicate funds to reward and promote retention efforts. These funds should be viewed as a minimal effort in providing incentives for retention; ideally incentives for retention should be interwoven, yet easily identifiable, in the fabric of the system of rewards and benefits, and accountability should rest at the unit level of the campus or university.

Possible Strategy: Request special funds to reward retention activities. Because of the differences in mission, location, and population, simple comparisons of retention and graduation rates should not be used to determine award recipients. Attention should be given to retention activities that are fully integrated in the institution's or campus' mission statement, targeted but innovative and comprehensive in their approach to retention, supportive of a well developed and intelligible tracking system on overall and minority retention and graduation rates, and most effective in increasing student retention and graduation rates.

5. **Community**

Observation: Several institutional or campus practices emphasized the need for building strong relations with the community. Furthermore, many Hoosiers are concerned about increasing college graduates and keeping them in the state.

Possible Strategy: Encourage institutions to establish comprehensive linkages between K-12, higher education, and businesses. Foster these ties around the concept of retention. Begin, for example, by holding a statewide conference on the best practices used in K-12, post-secondary, government, and business to attract and retain their students, patients, clients, or customers.

6. **Two-Year College Education**

Observation: The literature indicates that initial contact is a major factor in shaping students' future relationships with higher education and particularly in retaining them. Dr. Allison Berstein, formerly senior program officer in education at the Ford Foundation, and currently a Dean at Rutgers University, has written that for many first generation students, and those of limited means, the ideal pattern of degree attainment would be two years in a community college setting, followed by completion of a four-year degrees at a public state university, and eventually professional school at a major comprehensive university. A large number of students enrolled in public higher education in Indiana attend Vincennes University and Ivy Tech State College. Many expect to transfer into

four-year degree programs and many seeking only a two-year degree should expect to be involved in various levels of life long learning because of employers' need for a flexible, self-motivated, and entrepreneurial but skilled work force. Moreover, because of the increased transferability of credits between the two-year and the four-year state universities, committee discussions concluded that the two-year institutions should be encouraged to continue to maintain and enhance the quality of their courses. The committee regretted that the two public two-year institutions had not been invited to participate in the latest request for proposals from the Lilly Endowment, Inc.

Possible Strategy: Share these findings with funding agencies on the assumption that the linkages leading to four-year degrees between two-year and four-year institutions will continue, if not increase, and thus will require greater attention to retention, for one reason, because transfer students have a different set of needs that must be met before they advance.

7. African American Students

Observation: Few campuses presented best practices specifically targeted toward this group. The literature suggests that programs targeted at a specific group produce the greatest retention and graduation rates. The Commission's performance reports reveal that goals for increasing African American retention and graduation have consistently not been met. A review of the programs at historically black institutions like Xavier University and Texas Southern University confirm that it is not the program per se, but the fact that efforts are specifically targeted toward blacks from an Afrocentric perspective that account for successful retention and graduation rates.

Possible Strategy: Encourage the development of programs that target African American students from K-12 through college and into the work force. (Citation: Purdue University's Directory of Outreach and Support Services for African Americans, etc., 1994)

Possible Strategy: Examine current programs for blacks for effectiveness in retention and graduation of African Americans.

Possible Strategy: Plan a statewide conference to examine and implement state wide strategies for meeting institutional and state wide goals.

8. Program Measurement or Assessment

Observation: The assessment mechanisms contained in the best practices presented to the Commission ranged from anecdotal evidence to high levels of multivariate analysis. Most campuses have the personnel to perform analyses providing the best information. However, many competing demands absorb the time of institutional research offices. The lower level of priority given the assessment of retention programs may suggest, among other things, that retention has not yet become sufficiently critical to the mission of the institution.

Moreover, it is harder for highly decentralized large campuses to provide a focal point where one may go to plan to include assessment in retention projects. The staffs of IUPUI and Ball State University are ideally organized to provide help in measurement and assessment related to retention. Examples of their work accompany this document (see Appendices C & D).

Possible Strategy: Every campus or institution should make a special effort to see that project directors and planners have access to institutional research personnel prior to and throughout a retention project. For those project directors and planners who do not have immediate access to institutional research personnel, a handy reference of assessment possibilities by type of study and data collection is Terenzini's (1980), "Summary Evaluation of Three Designs for Studying Attrition." The impact of the most frequently used variables on retention and attrition can be found in tables from a 1983 study by the College Board.

9. The Role of Administration and Faculty

Observation: The literature is clear that leadership in retention must come from the top. However, in order for transformation to occur in the way institutions address retention, institutions should move from what the 1993 AASCU study calls a reactive state in which the institution concentrates on recruitment, financial aid, admissions and scheduling to a strategic stage in which it concentrates on outreach, transition, mentoring, enrollment, and residence halls and finally to the adaptive level that concentrates on student assessment, learning assistance, and curricular content. The first two steps in this transformation are primarily within the domain of the administration. The last step requires widespread faculty commitment and may imply some institutional restructuring. The first improves participation, the second retention, and the last graduation rates.

Possible Strategy: Involve the faculty as much as possible, especially by changing the reward structure to favor retention and graduation.

10. Student Performance

Observation: All retention efforts across the state should focus on helping students to improve their academic performance. Maintaining or enhancing enrollments, the committee believed, should not require the lowering of faculty academic expectations or the loosening of institutional standards. Students entering college need to accept greater responsibility for their performance. Clarity of expectation regarding academic performance contributes to retention and graduation.

In fact, while the literature on retention does not assume compromises in the quality of the educational product, it does recommend changes in packaging and delivery. For one reason, the literature's point of view is the consumer's. Because the market favors purchasers, especially the savvy, institutions must become buyer friendly to attract students and to remain competitive. For another, this generation of students is assumed to be different in preparation and expectation.

Furthermore, the apparent problems of student expectations and performance are compounded in Indiana by the preponderance of first generation college goers unfamiliar with the traditional ethos of higher education, by the relative lack of value placed on the need for higher education for all, and by competition from other high wage sectors of the economy that do not require college training.

Possible Strategy: Accept only those students who fit the predictors of success. It is unfair, noted one group of elementary and secondary school superintendents, to blame students or secondary schools for the failure of those students whose precollegiate academic records indicate little likelihood of success in college. In an enrollment driven budgetary climate like Indiana's, this action would suggest less funds for higher education, freezes, cutbacks, and retrenchment. It also would mean that the goal of expanding college going rates and the number of Hoosier college graduates will not be met given current conditions.

Possible Strategy: Clarify and drastically cut back institutional missions with regard to the type of students an institution will admit. This step would end the confusion caused by the multiplication and expansion of mission, or what was earlier called "mission creep." Students have a right to know how an institution performs by type of student. To use this strategy, funding would need to be based on mission and allocations made in accordance with performance.

Possible Strategy: Develop a plan to work with schools to help inform students about expectations and performance at the college level. Begin by conducting a state wide survey of high school students to determine what students and parents already know about what is required for success in college.

11. The Future of Retention Programs in the Academic Community

Observation: This review of programs has revealed that Indiana public institutions of higher educations are very much committed to the issue of retention. The literature also indicates that retention efforts nationally have increased over time. At some colleges and universities across the nation, marginal changes have been made to accommodate retention goals; at others, deep structural adjustments may be inevitable. These developments have occurred because the number of "traditional" college goers ages 18 &19 fell, according to research done by George Kuh of Indiana University, by 25% between 1980 and 1995 from 8.8 million to 6.6 million. Driven by declining enrollments in the number of "traditional" students, institutions recruited from a broader audience with one effect--a good one--being increased attention to diversity and access, as well as students at risk. However, in spite of the intensity and expansion of these retention efforts, national attrition, dropout, or retention rates have remained remarkably stable over the last two decades. For example, according to ACT data, the highest freshman-sophomore dropout rate at public doctoral institutions was 26.7% in 1986 and the lowest was 23.5% in 1993 for the period 1983-1996. The rate reported by ACT in 1996 for those institutions is 24.6%.

Given the stability of national rates, committee members were asked whether a glass ceiling existed for retention. The response was negative. Indeed, if one

existed, most institutions have not reached it. The stability of retention and other rates attests, in fact, to the success of retention activities because students now are less prepared for college than those two decades ago. The problem for the future is that the slide in "traditional" students seems to have bottomed out in most states between 1992 and 1994. From its lowest point in 1995, the number nationally of students ages 18 & 19 is expected to rise to 7.5 million by the turn of the century. Consequently, in the future, many colleges and universities may divert resources now dedicated to retention and its by-products, diversity and access, to meet the needs of more "traditional" matriculates. A shift in the allocation of resources has at least the potential to hamper fulfillment of the current public policy in Indiana to increase diversity and access.

Possible Strategy: Higher education and the public should be encouraged to give greater thought to the impact of future demographic changes on current retention policies and plans.

Possible Strategy: Advocates of diversity and access through good retention activities should be encouraged to prepare for greater scrutiny and accountability.

Appendix A

EXAMPLES OF BEST RETENTION PRACTICES IN USE AT INDIANA PUBLIC INSTITUTIONS

Indiana University Bloomington

BRISCOE ACADEMIC SUPPORT CENTER

Indiana University Bloomington (IUB) has a strong commitment to wide student access and retention of the students it admits. IUB has developed a number of successful interventions over the last several years that support its commitment to student academic success and persistence. These interventions include a variety of mentoring programs, the Minority Achiever Program, a Summer Retention Program, the use of linked academic support courses, the development of a new Academic Support Center, and a large number of related initiatives intended to improve teaching, improve the assessment of student learning, and support student learning (e.g., tutoring). The retention "best practice" we highlight here is the recently-developed Briscoe Academic Support Center.

The Briscoe Academic Support Center

In 1996-97, IUB opened the Briscoe Academic Support Center (ASC), a center established in the Briscoe residence hall that offers one-on-one tutoring help to undergraduates. The ASC was established to improve the quality of intellectual life in the dormitories and thus to make students more likely to remain at IU. Many students come to the ASC for assistance with lower-level required courses that are often considered difficult, such as writing and math. IUB had tutoring services and other forms of academic assistance available before the Briscoe ASC was established, but those services were limited, usually offered only during the day, and often inconveniently located. The ASC offers one-on-one help Sunday through Thursday in the late evening (7 p.m. to midnight) when almost all other academic support services are closed, but when students are most likely to be in need of academic assistance. The following services are available at Briscoe: individualized tutoring and consulting, evening workshops, group tutorial sessions, study groups, academic resource use, and service referral.

Population Served. Any student at IU can use the ASC, but the intent of the ASC is to better serve students who are at risk of academic difficulty. In the first months of operation, the Briscoe ASC served a disproportionate number of beginning students and students experiencing difficulty with math, writing, or general study skills. During its first semester of operation, over 4,300 visits were made to the ASC. This figure includes almost 1,500 first-time users and almost 3,000 repeat users.

Staff. The Dean of Faculties Office oversees the Briscoe ASC, with the assistance of an Advisory Board. The ASC operating staff is headed by the Center Site Manager, who supervises over twenty academic support staff members, sixteen student receptionists and computer cluster monitors, and a large number of tutors, monitors, and undergraduate teaching assistants.

Structure. The Dean of Faculties Office, headed by the Vice-Chancellor of the Bloomington Campus, reports in turn to the Bloomington Chancellor. The ASC is a campus-level service. The center is physically located in the Briscoe Residence Hall.

History. The Briscoe ASC was opened in the fall of 1996, with support from President Brand's Strategic Directions Charter funding initiatives and funds provided by the Dean of Faculties, the Halls of Residence, the Department of Mathematics, the University Division, the Campuswide Writing Program/Writing Tutorial Services, the Groups Program, the Minorities in Business Program, and the Department of Athletics. The ASC was established because the need for additional tutoring, academic resource use, and service referral was great. It was located in a dorm because many students who are likely to leave the University after their first year due to poor academic performance live in the residence halls, and the University determined that an easily accessible, comfortable, and strategically placed Center would improve retention rates.

Assessment Mechanism. IUB plans to assess the effectiveness of the Briscoe ASC in the following ways. First, data on students who use the ASC will be analyzed to determine how well the center reached those students considered "at risk" by other campus indicators. Second, we will examine how well students who use the ASC perform in particular courses (e.g., required math and writing courses) and in their courses in general, and compare this to the performance of a similar student population that does not use the ASC.

Indiana University-Purdue University Indianapolis

STUDENT MENTORING PROGRAM

Indiana University-Purdue University at Indianapolis (IUPUI) established the Student Mentoring Program in Spring 1992. The program is based on the Supplemental Instruction Program developed at the University of Missouri -- Kansas City. Voluntary study group sessions are offered to students in 45 different courses, defined as "high-risk" courses in that the proportion of grades of D or F or withdrawals exceeds 30 percent. The study sessions are led by student mentors who themselves have been successful in the courses and to serve as "model students," taking notes and otherwise exhibiting the behaviors associated with students who are successful.

For Fall 1996, a total of 811 students participated in a minimum of three study sessions in a given course. Each week, up to 1,500 students visit the Learning Center, the locus of the student mentoring programs for study sessions, tutorial sessions, and the other means of supporting student learning. This represents some eight percent of IUPUI's undergraduate student population.

The program is designed to operationalize the factors identified as critical for improving undergraduate teaching and learning in the Involvement in Learning report. First, students become involved with their learning and with one another. Second, the student mentors articulate and support high expectations for the students; and, third, the program derives much of its success from its emphasis on assessment and feedback. Mentors visit the classes in which the program is offered to encourage student participation, using as inducement the report that participants earn on average .5 to one full grade higher than non-participants (we have had this consistent pattern for five years).

The program thus defines and brings to life collaborative and active learning for IUPUI students who go on to use these learning strategies in their other courses. There are significant impacts on the mentors themselves as they are active in the program.

Staff: All staff are students. In Spring 1997, 127 student mentors are active in the program. They are paid on an hourly basis. The program reports to the Director of the Undergraduate Education Center.

Structure: The Undergraduate Education Center is part of the Office of the Vice Chancellor for Undergraduate Education.

Assessment Mechanism: Both quantitative and qualitative assessment are used for the Student Mentoring Program. Attached is IUPUI's most recent Research Brief, giving results of a comprehensive quantitative analysis of program impact. All mentors keep journals which are reviewed on a regular basis; the program seeks to implement the use of reflection as articulated in service learning to help the mentoring activity be a learning activity for mentors. The retention rate for students who participate in the program is 71 percent relative to a rate of 55 percent for non-participants (see Research Brief).

Indiana University East

SUPPLEMENTAL INSTRUCTION

Population Served. A total of 148 beginning students enrolled in "historically difficult" 100-level courses (in which 30 percent of the students are receiving D's, F's, or W's).

Staff. Tutorial Services Director (FT), Reading Specialist (FT), Assistant Supplemental Instruction (SI) Supervisor (PT), SI Leaders (4 undergraduate students), faculty involved in teaching the beginning courses.

Structure. The administration of Supplemental Instruction is centralized in the department of Tutorial Services; however, SI sessions are provided to support students in courses offered by various divisions on campus. SI sessions are conducted in numerous classrooms on campus.

Brief History. SI began in the Spring of 1993 to address the academic needs of students enrolled in "historically difficult" 100-level courses. the initial impetus was bottom-up within the institution. The program was and is currently funded through a Perkins Grant; additional institutional dollars were committed Fall 1995. Because the program is voluntary for students and faculty mentors, it was assumed that the program needed to be marketed effectively to ensure participation. The availability of this academic support program is presented to students during the recruitment and orientation process.

Assessment. Quantitative and qualitative data are collected, analyzed and evaluated on an ongoing basis in order to implement changes and improvements in the program. Recommendations for improvements in academic departs are also shared with the appropriate departments. The success of the program is measured by the following: student evaluations, course grades, semester GPA's and persistence to the next semester. Measures are both process and outcome based. Benchmarks include percent of students participating; percent of student participants receiving a "C" or better in their course versus non-participants, comparison of course grades of participants versus non-participants; student satisfaction ratings on a 5 pt. Likert scale.

Note: Four Indiana University regional campuses currently use Supplemental Instruction

Purdue University West Lafayette

HORIZONS

Horizons is a multifaceted program designed to improve the retention and graduation rates of undergraduate students at Purdue's West Lafayette campus. Participants either come from low income families, are physically disabled, or are first generation collegians. All meet the campus' regular admissions standards. However, their average SAT scores tend to be about 125 points below the campus average. Approximately 100 freshmen and 230 continuing students take part in this program annually. Participation is voluntary.

Horizons is housed in the Office of the Dean of Students. The director, Dr. Paul Dale, is an assistant dean. The Dean reports to the Vice President for Student Services who reports to the Executive Vice President for Academic Affairs. Five professional staff, two with Ph.D. degrees and three with masters degrees, along with an office coordinator form the nucleus of the Horizons staff. They are assisted by a cadre of more than 35 peer tutors and a counselor on assignment part-time from the Division of Financial Aid.

The West Lafayette Horizons program began in 1978 when the campus received a federal grant to initiate a special services program for the three aforementioned student populations. The focus of this initiative is primarily on retention; however, it is quite possible that some students choose to come to Purdue-West Lafayette because they are aware of the support services that are available. Horizons staff help students learn how to develop their study skills and to apply what they learn to their coursework. Additional assistance, if needed, is offered through a tutoring program. The centerpiece of the Horizons experience is a first semester, four credit hour course, Strategies for Effective Academic Performance. The classroom portion of the course provides a vehicle for each student to learn about and use study skills and strategies. Topics include time management, note-taking, exam skills, critical thinking/problem solving skills, memory skills, listening skills, stress management, reading strategies, levels of learning, and university resources and facilities. The community building/personal growth lab portion of the course allows each student to learn about themselves. Students develop interpersonal skills, improve self awareness, learn what is needed to work in a group, and are able to determine personally appropriate courses of study and career choices. Outside the classroom, Horizons provides students tutoring, microcomputer training, exposure to campus cultural events, and assistance with financial aid. Caring, mentoring, and enabling are Horizon's hallmarks.

The impact this program has had on retention is impressive. A longitudinal study of matched pairs revealed that at the end of twelve semesters, 74 percent of the Horizons students in the cohort either had graduated from Purdue or were still enrolled. Only 40 percent of the control group had received or were still pursuing Purdue degrees. In another study, Horizons students were asked to rate the program's benefits and services. Tutoring and study skills training were viewed as the most helpful services. The top benefit, according to the students, was "just knowing that help was available." In addition to having access to support services, feeling a sense of security also has had a major impact on the success Horizons students have attained.

Purdue University Calumet

UNIVERSITY DIVISION

Purdue University Calumet (PU-Cal) has two units that have a proven history of effective retention/persistence strategies. These are: 1) the University Division, and 2) the Educational Opportunity Programs (EOP). One might say that retention is the very "raison-d'etre" of these units since they both work primarily with "at-risk" students. Each has been recognized for successful practices. Some years ago, the Developmental Studies Program of the University Division (then named the School of General Studies) was recognized as a "model program in the State of Indiana" by the Indiana Commission for Higher Education. Two of the EOP Programs -- Upward Bound and Educational Talent Search -- have been recipients of the prestigious Purdue University President's Affirmative Action Award for successful motivational programs.

University Division

Although this unit serves other populations (e.g., non-degree seeking students and students with undeclared majors), its main resources are invested in the Developmental Studies Program.

Population Served. Students who need further academic preparation and are not directly admissible to their major. Approximately 320 entering students in the Fall semester and 150 in the Spring semester are enrolled in this program. Typically, during the course of an academic year, approximately 800 new and continuing students are served by the program. This accounts for approximately ten percent of the total undergraduate population. The students in the program are required to successfully complete a core of priority courses and maintain a 2.0 GPA before they can transfer to their major department. However, they are not restricted to enrolling in developmental courses only, but are permitted (usually in their second semester onwards) to enroll in other appropriate entry level courses.

Staff. The Assistant Vice Chancellor for Academic Affairs is in charge of the University Division. Reporting to him is the Director of Developmental Studies. The rest of the staff consists of five full-time academic counselors, a half-time graduate assistant and support staff.

Structure. University Division is located in Academic Affairs. Although an independent academic unit within Academic Affairs, the developmental courses in English and Mathematics are taught by faculty from those departments.

History. PU-Cal established the School of General Studies in the early 1970's as a response to the educational needs of the population of Northwest Indiana, specifically those who had aspirations for a postsecondary education but lacked adequate academic preparation. Since in some ways it seemed to fill the need for a Community College in Indiana, for several years (1973-1980) it was, indeed, named "Community College." In

1990, the unit was reorganized, given added responsibilities, and was renamed University Division.

Assessment Mechanism. These include campus wide retention studies by the Office of Evaluation and Planning Services as well as "local" evaluations and reports generated by University Division. Examples:

- Office of Evaluation Report: *Fall '93 to Fall '94 Retention of New Undergraduates*
  - Retention Rate, new undergraduates enrolled full-time = 66%
  - Retention Rate, new Developmental Studies full-time = 64.5%
- University Division: Report on Success Rates in Developmental Writing, Reading and Mathematics Courses for Fall 95 (comparison with national data)

	Purdue Calumet	National Average*
READING	72%	77%
WRITING	75%	79%
MATHEMATICS	63%	74%

* Remedial Education at Higher Education Institutions in Fall 1995 Report published by the National Center for Educational Statistics

Ball State University

UNIVERSITY COLLEGE

History, Structure, Staff

University College (UC) was established in 1985 with the primary responsibility of providing academic support services to all Ball State students. In the eleven years since its inception, University College has grown from a small unit housing academic support programs for a limited number of at-risk students to a comprehensive multi-disciplinary college with a range of administrative and programmatic responsibilities that impact all Ball State students and nearly all faculty. UC professional staff include a Dean, Assistant Dean and Director of Academic Advising, Assistant to the Dean of Director of Freshman Academic Programs, three Learning Center coordinators, and 24 academic advisors. In addition to General Studies and Academic Programs and other administrative units, University College includes two major units with proven records of success in impacting student persistence: Academic Advising and the Learning Center. ID 101, a new University College program, had also shown marked success in enhancing the retention of at-risk students and will be expanded as part of the Freshman Connection initiative in Fall 1997.

Academic Advising

Mission. Academic advising is a service provided to assist students in making progress toward meeting their academic goals.

Population Served. UC offers comprehensive and personal advising for first-year students and coordinates advising for upper division students with thirty hours of credit or more who have declared majors. In addition, special advising services are offered to undecided students, disabled students, student athletes, and students who are on academic probation. During the Fall 1996 semester, 3,711 freshman students were assigned to the Freshman Advising Center. An additional 2,112 returning students still classified as freshmen remained assigned to the Freshman Center. By the Spring 1996 semester, 868 matriculating freshmen were on academic probation and became part of advising's P.A.C.E. (Partnership for Academic Commitment to Excellence) program. This intervention program includes mandatory meetings with an advisor and a range of appropriate academic activities, including tutoring, workshops, appointments with faculty, and Supplemental Instruction. Of the 780 P.A.C.E. students who were enrolled in the Spring 1996 semester, 59 percent were academically eligible to return in Fall 1996. Academic advisors also help facilitate the faculty advising of upperclassmen. Professional academic advisors serve as "coordinators" of resource centers located throughout campus in areas convenient to students and faculty.

Program Assessment. In addition to tracking the academic performance of students assigned to the Freshman Center, advisors solicit written evaluations from their students each semester.

Learning Center

Mission. The mission of University College's Learning Center (LC) is to enhance the academic success of Ball State students by providing free peer tutoring, Supplemental Instruction, and workshops covering a variety of academic issues. In addition, the Center serves as a scholarly pre-professional experience for undergraduate and graduate student employees.

Population Served. During the 1995-96 academic year, the Center's staff of over 100 peer tutors worked with 4,278 clients in individual and small group sessions. In addition, 2,821 students attended 9,999 Supplemental Instruction sessions. Freshmen who attended tutoring or SI sessions earned higher GPAs than their peers, and written evaluations administered to all clients continued to document high student satisfaction with Learning Center services.

Program Assessment. In addition to client evaluations, institutional data provides information on student and faculty perceptions of Learning Center services. Data from the Office of Academic Assessment's 1996 Senior Survey indicates more than 85 percent of the respondents were aware of the Learning Center, with nearly 37 percent reporting they used LC services at some point during their tenure as students. In addition, nearly 95 percent reported they were satisfied with the services they received. In a 1996 survey of faculty teaching 100 and 200 level courses, 75 percent of the respondents referred students to LC tutoring, and 49 percent referred students to Supplemental Instruction.

ID 101

Goal: During Fall 1995, University College created a new freshman seminar course, ID 101, to provide an extended academic orientation to the University for at-risk students.

Population Served: Guided Studies students are those matrics with lower standardized test scores and/or weaker high school rank than the University's minimum requirements for regular admission. For Fall 1996, 464 Guided Studies students were admitted to the University. That semester, 33 sections of ID 101 were taught on a volunteer basis by senior-level administrators, including the president, vice presidents, and college deans.

Program Assessment: Despite national research findings indicating seminar courses are ineffectual with at-risk populations, ID 101 had significant impact in improving the retention of these students. The 368 freshmen enrolled in ID 101 in the fall disqualified at a lower rate than 1) Fall 1995 Guided Studies students and 2) Fall 1996 Guided Studies students not enrolled in ID 101. In addition, a higher percentage of ID 101 students earned 2.0 (or higher) GPAs than their peers in either group.

Freshman Connection

With the Freshman Connection initiative Fall 1997, all University College programs will realize a marked increase in student participation. As a living-learning model, Freshman Connection places students in paired General Studies courses and assigns those students to the same residence halls. On a program level, academic advisors will provide

cohesiveness in relating the curriculum to the entire program; they will also be part of the teaching and learning teams working directly with all Connection students. In addition, advisors will have extensive responsibility for other aspects of the program, including working with programmatic issues such as career/major exploration. On an administrative level, the Office of Academic Advising has significant responsibility for the practical processes integral to the success of Freshman Connection and will provide one of the few points of "follow-up" during the semester following the Connection semester through their regular contacts with students and monitoring of students' academic progress through programs such as P.A.C.E.

External Assessment

As required of all academic administrative units at Ball State University, an external review of University College was completed in 1994. Dr. Eric White, Director of Undergraduate Studies at The Pennsylvania State University, completed a two-day site visit which included interviews and focus group meetings with UC personnel, University administration, University Senate members, and faculty from a variety of departments. In his final report, Dr. White described UC programs as a "bargain" for the institution; the annual Learning Center budget is equal to the amount of income the University receives from only forty students. Dr. White also noted the College has consistently documented its effectiveness with appropriate assessment and evaluation activities.

Internal assessment, institutional data, and external evaluation all document the effectiveness of University College's programs and services. From the higher GPA rates of students who use Learning Center services to the increased persistence rates of studens in UC programs such as ID 101, University College clearly impacts student academic performance, a significant factor in enhancing retention.

Indiana State University

ENROLLMENT PLANNING TEAM

Indiana State University established the Enrollment Planning Team (EPT) in February 1994. The EPT is the driving force behind our efforts to improve persistence and graduation rates. It has analyzed internal and external factors affecting enrollments, developed comprehensive strategies, goals, objectives to achieve and maintain optimal enrollments, and established benchmarks for success, based on continuous self-evaluation.

Numerous persistence projects (First Year Experience, UNIV 101, Supplemental Instruction) have been initiated by this team after careful analysis of the literature and the needs of our students. The team has been essential in elevating the importance of our persistence efforts and reinforcing that it is the responsibility of everyone and not just a few.

Population Served. Key performance indicators are identified for undergraduate and graduate populations as well as sub-populations by the EPT.

Staff. The team consists of 25 members representing faculty, staff, and students.

Structure. The EPT is chaired by the Associate Vice President for Enrollment Services and is advisory to the Provost and Vice President for Academic Affairs.

Assessment. Yearly, Key Performance Indicators (KPI) are analyzed and evaluated by the team for a variety of ongoing persistence projects (UNIV 101, Supplemental Instruction, Mentoring, etc.). Progress on KPI reflects the success of the EPT oversight.

University Of Southern Indiana

ACADEMIC SKILLS

Objectives. The missions of Academic Skills are: to provide additional information about the readiness of incoming freshmen at the University of Southern Indiana (USI) in English, mathematics, and reading through placement testing, which should be used by the advisor in conjunction with additional admission data to ensure appropriate placement at the time of matriculation; to provide an opportunity for underprepared students to raise their basic skills to a university level through general studies courses in English, mathematics, and reading; and to provide tutoring to all USI students who need or desire academic support throughout their college careers.

Population Served. This office provides tutoring and mentoring services in basic skills development. It serves any student on campus, at any level, who seeks short-term or long-term assistance with writing, math, reading, or study skills. It also administers placement tests to all entering students in basic skills areas and in foreign language.

Staff. The Academic Skills Coordinator works with a professional staff of three others, plus full-time secretarial support.

Structure. This unit is part of the Extended Services branch of Academic Affairs and reports to the University Division, that branch of the University that deals directly with students who are underprepared or undecided about their major.

History. Remedial assistance in academic skills has been available on the USI campus since the mid-1970's. Within the last five years, the program has been strengthened further through hiring of new staff, implementation of mandatory (rather than optional) placement testing, and mandatory enforcement of placement recommendations in writing courses. The recent addition of a second level of pre-English 101 writing assistance -- a new course called English 100: Introduction to Rhetoric and Composition, taught through the English department -- parallels a similar strategy in mathematics and enables us to serve entering students more appropriately at their level of readiness. Within the last two years, Academic Skills has also experimented with "paired courses"; for example, students enrolled in an introductory economics course are simultaneously enrolled in small sections of reading development courses, with the instructors coordinating their work and assignments.

Assessment. Success rates for developmental writing, reading, and mathematics courses are determined by the percentage of students who pass. For the 1995-96 academic year, those numbers were:

Writing	78%
Reading	69%
Mathematics	53%

Our averages are low compared to National Averages because we have a requirement that students receive an 80 percent or higher grade in their course work in order to pass.

Further information about success rates can be found in the Academic Skills Annual Report.

Vincennes University

COPE STUDENT SUPPORT SERVICES

A program which continues to be a very successful retention effort for Vincennes University is the "Cope Student Support Services." The Cope Student Support Services program was implemented at Vincennes University in 1978 through a grant from the United States Department of Education. The program is located on the main campus at Vincennes University. Postsecondary students qualify for the Cope Student Support Services program by being either first generation, low-income, or physically disabled. During the first year, 114 eligible students were identified and served. The program has continued to expand numerically, in addition to growth in personnel and services. Fall semester 1996 began with an enrollment in excess of 250 students. Cope Student Support Services has a list of objectives which addresses students, services, and retention. The overall objective and subsequent expected outcome of the program is retention, successful completion of degree requirements and effective preparation for entry into the workplace.

The unique feature of the Cope Student Support Services program is the individualized, comprehensive and hands-on approach that is taken with each student. Each student is assigned a counselor upon beginning the program. A relationship is built with each student as the counselor helps the student establish a career choice, assists with obtaining financial aid or a job, either tutors the student or find a tutor, and most importantly, lends a listening ear and gives an encouraging work. It is not uncommon for the counselors to have students home for dinner or take them out to lunch. This nurturing aspect develops through the constant outreach of the program personnel.

The program's resources include computer career exploration, financial aid information, tutorial materials and computers, college transfer materials and human resources. Qualified staff include counselors, tutors, and peer mentors. Ten second year Cope students are selected each year to be mentors. The mentors give tours to new students, attend functions in leadership roles and agree to be on call for first year students.

Because 65 percent of Cope's students major in vocational areas, the Cope staff has developed a number of unique contributions supporting vocational education goals. While students may come in at any time to discuss career goals, each year the Cope office designates one day solely for the purpose of career exploration. Students who are undecided about their career choice may come in and take the Harrington O'Shea Career Inventory or go through the CHOICES Careerwear computer program.

The unique aspect of utilizing our resources centers around our individualized approach to students. A progress report is sent to the instructor of each student in the program after the first five weeks of each semester. The feedback is relayed to the student through the counselors and areas of weakness are identified and addressed. An Academic Support Group, which is mandatory for all freshmen with learning disabilities, fosters the relationship-building that occurs between the counselors and students. Program staff designed a curriculum that uniquely addresses the needs of students with learning disabilities. The Academic Support Group is a free, topic-centered curriculum that

explores study skills, self advocacy, self esteem issues, time management, making appropriate life choices, and other issues. Each group has 10-12 members and is led by two staff counselors. Students come to these groups timid and unsure of their place on a college campus. They experience support and develop friendships through the group dynamics and rarely want the group to close at the end of the semester.

Statistics for the past three years of program services indicate a retention rate significantly higher than the general student population. The number of program students who withdrew from the University during the last three years compared with the number of students who remained in the programs follows:

Academic Year	Program Participants	Number Withdrew	% Eligible to Graduate/ Transfer/Return
1991-92	280	41	85%
1992-93	256	29	89%
1993-94	257	34	87%

Students evaluate the program at the end of the academic year and students who participate in the Academic Support Group evaluate the group experience at the conclusion of the semester. Overall program evaluation by students indicated a strong belief that the Cope program helped them complete their academic goals. One hundred percent of the students who turned in evaluations said they believed the services enabled them to return to school for another year. Ninety-six percent said they received the academic support they requested. The Academic Support Group evaluation results were also very positive. One hundred percent of the group members reported that they would like to be a member of a similar group in the future. The group members indicated that the session they found most helpful was on "Stress Management and Final Exams."

The local community benefits from the existence of the Cope Student Support Services in a very direct manner. The Department of Welfare sends many clients, often single parent females, to the Cope program for tutorial assistance, financial aid assistance, and emotional support. Each year the Cope staff witnesses the graduation and workforce integration of previous welfare recipients. Because of our statewide reputation of working with students with disabilities, we receive many referrals from agencies and high schools throughout the State of Indiana. Thus, we are fortunate to be a part of placing people with physical disabilities into educational programs and ultimately into the workforce. The transformation of attitudes, belief systems, and personalities occurs each year as disenfranchised people, who once believed they had no future due to their disability or economic background, develop into contributing members of society.

Ivy Tech State College - Evansville

CAREER EXPLORATION AND GOAL SETTING COURSE

History: Recent literature identifies students who are undecided about a major or program of study as "at-risk" and indicates a need to improve the retention of those undecided/undeclared students. Ivy Tech is not unlike other colleges and universities in that a substantial number of students seek to enroll and declare a degree, but are actually uncertain of their career choice. At Ivy Tech, these students are enrolled into the General Technical Studies (GTS) program.

To assist the GTS student, a new course called Career Exploration and Goal-Setting was developed for the fall semester of 1996. It is now in its second semester of operation. The intent of this program is to facilitate an earlier association and connection between the student and faculty. This connection will promote the retention and success of the General Technical Studies student.

Population Served: The population for this program are those students who declare General Technical Studies major. In the fall of 1996, there were 203 GTS, degree-seeking students enrolled at Ivy Tech - Evansville. Of those 203 students, 31 enrolled in the Career Exploration and Goal-Setting course. For the spring semester thirteen students are enrolled in the course.

Staff: The part-time counselor providing course advising for General Technical Students is also the instructor teaching the Career Exploration and Goal-Setting course. This person also provides career counseling on an individual basis for General Technical Studies students. The staff person is a part of the General Education and Support Services division, one of the five degree-granting divisions of the College. Additional faculty and staff are called upon to teach specific units within the course.

Structure: The first courses were taught in Fall 1996. The course covers a self-evaluation of skills, attitudes, and values; exploration of careers; presentations on careers and the technologies offered at Ivy Tech; and decision and goal setting activities. The course is conducted over a period of six weeks and upon successful completion, the student receives one credit. At the end of the course, it is evaluated by students, staff, and faculty.

Assessment: In order to gather baseline information about students knowledge and use of services, a survey was conducted of all GTS students at the beginning of the fall semester. Results of the survey were used in designing the course. Results from the pre-test will be compared to those students who complete the course to determine if the course does lead to an increased awareness of services and opportunities. In the fall of 1997, a retention study will be conducted to determine the one year retention rate for students taking the course versus the GTS students who do not take the course.

Achievements: Of the 31 students who enrolled in the courses during the fall semester, 18 completed the course and 16 enrolled for spring semester courses. Students who

completed the course had a fall to spring retention rate of 89 percent compared to the overall fall to spring retention rate of 64 percent for all students. The survey has been used to identify areas for improvement in advising and information sharing to all GTS students.

Ivy Tech State College - Kokomo

THE QUEST PROGRAM

The Quest program at Ivy Tech State College - Kokomo (Region 5) is a program for African-American students, intended to promote recruitment and retention of that group at the College by removing five identified barriers. Now in its third year, the program is a collaborative effort, funded through community support.

History: The Quest program began through the efforts of local African-American church leaders, college administrators, and community representatives to identify and recruit African-American students who had the desire to pursue a postsecondary education but were educationally and/or financially unprepared for the process of that pursuit.

Objectives: The initial objectives were to: 1) remove financial and institutional barriers to college attendance, 2) provide experiences that would increase the ability to make positive educational and career choices, and 3) encourage an understanding of education as a means of achieving career and personal goals.

Population Served: The average African-American attendance at region five of four percent mirrored the community makeup, but fell below that of the ten to twelve percent population of the largest local community high school graduating class. This indicated a need to increase efforts to recruit this group to the college. A total of fifty students have participated in the Quest program. Thirty-five have completed the program and fifteen are presently enrolled. The average Quest student is eighteen to twenty-five years of age and is enrolled in an average of six credits hours per semester.

Structure: The program has five components: 1) targeted recruitment, 2) tuition and textbook assistance for up to nine credit hours per semester for two semesters for each student participating, 3) assisted admissions and registration procedures, 4) individual academic advising and student advocacy, and 5) community mentoring.

Staff: The college provides a program coordinator and a student advocate. Staff in the financial aid, admissions and business office areas provide additional assistance to track the students. Direction for the program is provided by the Quest Advisory Board, a group made up of those who administer the program at region five, along with representatives from the community.

Assessment: The assessment of the progress of the program occurs in three areas: access, success, and retention. The provision of access to the college can be measured both by increase in participation in the Quest program and by increase in enrollment of African-American students outside the Quest program, both of which have increased. Success is measured through students' completion of courses with a grade of C or better. Successful completion has ranged between fifty (50%) and eighty percent (80%) of the enrolled groups. Retention is measured by the number of students remaining in the program through the two-semester period and the number of students retained in the college following the

program. Data indicates that sixty percent (60%) of the students are retained from semester one to semester two, forty percent (40%) are retained from semester two to semester three, twenty-five percent (25%) are retained from semester three to semester four and eight percent (8%) are retained from semester four to semester five. This assessment of progress is ongoing.

Achievements: Most Quest students exhibit at least two or more high risk characteristics, such as functioning as a single parent, lacking high school-to-college gateway courses, or working thirty or more hours per week. Their greatest challenge is not in doing college course work, but in remaining in college at all.

Three initiatives have been developed which relate primarily to retention. The first of these is the provision of the student advocate who meets regularly with students to identify problems in attendance and performance and to explore solutions for those problems.

The second is the development of a cohort course in which students explore the original objectives of the program, i.e. the value of education as a means of fulfilling goals. It is also intended to provide a bonding experience for the students, which is considered essential to their success and retention.

The third is the establishment of the community mentoring program which provides a mentor for each student. This mentor serves as a role model who can provide encouragement and exposure to the student's career field.

Ivy Tech State College - Richmond

IMPROVING AWARENESS OF TUTORING LAB SERVICES

History: Three years ago, the Region formed a task group focused on improving student retention. Using data from the ACT Student Opinion Survey, which asks students to evaluate the quality of services, tutoring services was identified as an area which could be improved. The Retention Task Force determined that while staffing was appropriate, many students and faculty were unaware of the available services in the tutoring lab. The Retention Task Force believed that if more students and faculty were aware of the services, use of the lab would increase, and retention of at-risk students would improve. The program to promote the tutoring lab was launched in the Fall Semester of 1995.

Population Served: The population to be served by this initiative are those students who have been identified through the ASSET assessment instrument as being in need of remediation in writing, reading, and math. A secondary population to be served are those faculty who work most closely with these students.

Staff: The Retention Task Force consists of the chief academic and chief student services officers, four student services staff and four faculty. The tutoring lab staff consists of three part-time tutors and one full-time counselor. The tutoring staff are a part of the student services staff.

Structure: The tutors visit each basic skills class during the first two weeks of each term. The tutors spend 10-15 minutes describing the purpose of the tutoring lab and the services available, including computer assisted instruction, arranging tutoring sessions for advanced topics, and informing students of available tutoring assistance from external agencies. Not only does this make the students aware of the tutoring lab and its services, but also keeps the full- and part-time faculty aware of the lab.

Assessment: The assessment mechanism for this project was to track the use of the lab prior to the start of the project and after. A comparison of the results from the student opinion survey will also be used to determine the success of the program.

Achievements: As expected, lab usage increased to six times its previous level. Student satisfaction, as measured by the ACT Student Opinion Survey, jumped 17.1 percent in the fall of 1996 over the fall of 1993. In comparison with the national survey data, satisfaction went from 6.8 percent below the national average in 1993 to 8.8 percent above the national average in 1996. Faculty have also shown an improved willingness to use lab staff as partners in enhancing the educational experience for all students. While a formal study has yet to be conducted on those students who participated in the tutoring lab versus those who do not, the increased use of the lab is promoting student success and achievement.

Appendix B

SELECTED RETENTION PRACTICES

IN USE AT

INDIANA PUBLIC INSTITUTIONS

Commission For Higher Education

SELECTED RETENTION PRACTICES IN USE AT INDIANA PUBLIC INSTITUTIONS

Institution	Proven Programs	Recently Implemented	Under Consideration
IU Bloomington	Writing Tutorial Services Minority Achievers Program & Math -Science Scholarship program Faculty & Staff for Excellence Mentoring Program <Groups Program>	Peer Mentoring Program Linked Academic Courses Classroom Assessment Tech Web Tools for Teaching Academic Support Center Video for Larger Classes Teaching & Learning Tech Lab	High School Outreach Program Academic Internship
IU East	Supplemental Instruction Jumpstart Tutorial Services Minority Mentoring Program Teaching Assistants Student Assistance & Referral Nursing Intervention Program Student Support Services	21st Century Scholars Program	First Year Experience Project
IU Kokomo	Learning Enhancement Center (LEC) Guided Study Program (GSP) Developmental Courses	Freshman Seminar Assistant Vice Chancellor for Undergraduate Education Revised Freshman Orientation Revised Developmental Math Sequence Data Collection and Tracking	Freshman Advising Corps. (FAC) Peer Advising Liaison (PALs) Expanded Tutoring Certificates

Institution	Proven Programs	Recently Implemented	Under Consideration
IU Northwest	Freshman Early Alert	Direct Admission New Students into Business/Economics Prog	Faculty Mentoring Program for First Year Students
IU Southeast	University Division	Job Shadowing Program Coordination of Enrollment Services	Extended Orientation New Students With Declared Majors Advising
IUPUI	ARCHE Program Student MAP Program Learning Communities Horizons Workshops Student Mentoring Program Academic Aerobics Square One		University College
PU-W. Laf.	Horizons	Undergraduate Studies Program Boiler Gold Rush (orientation)	
PU-Calumet	University Division (Developmental Studies Prog.) Student Support Services Orientation Program An Introductory Course to Higher Education "Intrusive" Academic Advising Progress Reports Conferences with Advisors	Computer Lab Course Noel-Levitz Student College Inventory Improvement in Enrollment Processes (Admissions; Registration: Financial Aid; Bursar; Communications) Student Leadership Seminar Student Ambassadors College Student Experiences Questionnaire	Learning Skills Assessment Intro. to Higher Ed. via Distance Learning Peer Mentoring

Institution	Proven Programs	Recently Implemented	Under Consideration
PU-N. Central	Project Yield (to Increase the Matriculation Rate of Admitted Students)	Project Lifeboat (to Contact Students who Quit Class)	Provision of Professional Advisors for Majors
IUPU-Ft. Wayne	Summer Orientation, Advising, and Registration (SOAR) Freshman Success Course	Mentoring Program Students in Danger	Freshman Seminar Freshman Experience Coordinator
Ball State Univ.	University College Cardinal Leadership & Service Seminar Early Move-In Freshman Convocation Excellence in Leadership Program Partnership for Academic Commitment to Excellence Freshman Phone Calling Project Mid-Term Grade Reports Telephone Surveys Career Success Program Workshops in Residence Halls Multicultural Affairs Initiatives Ombudsperson <Making Achievement Possible Survey>	Living & Learning Environment Program	

Institution	Proven Programs	Recently Implemented	Under Consideration
Indiana State Univ.	Enrollment Planning Team Center for Teaching & Learning Student Academic Services Ctr. Minority Workstudy Program	First Year Experience Program	Learning Communities
USI	University Division Academic Skills	Multicultural Center Options Program	Retention as Feature of Program Review Automated Registration Teaching & Learning Center Special Faculty Advisors Improved Communication Between Univ. & Students
Vincennes Univ.	Academic Skills Center Assessment Center Career Center Counseling Center Multicultural Services Parent Services Program for Adult Student Success Student Transition into Education Programs COPE-Student Support Services <Other Intra/Extramural Activities>	Implementation of Enrollment Management Objectives	Freshman Year Experience Course Implementation of "Pathways II" Retention Plan Summer "Bridge Program" Enhancement & Improvement of Academic Advising Early Alert System Honors Program Enhance Employee's Role High School/Postsecondary Articulation Agreements

Institution	Proven Programs	Recently Implemented	Under Consideration
ITSC-Ft. Wayne (Region 3)	Retention Committee Customer Service Workshops Surveys Tutoring Longer Registration Period	Suggestion Box Portfolio Workshops Kindergarten Alumni Course Vouchers Summer School Attendance Vouchers	More Customer Service Workshops More Technical Services Multicultural Seminar ACT Student Opinion Survey
ITSC-Lafayette (Region 4)	Tutoring Program Personal Counseling Assessment	Mentoring Retention Committee	Freshman Orientation
ITSC-Logansport/ Kokomo (Region 5)	Student Mixers Student Organizations	Academic Advising Taskforce Course Resource Files Taskforce Withdrawal Survey Revised Student Status Report Procedures	
ITSC-Muncie (Region 6)	Early Assessment High School Recruitment		<TRIO Student Support Services Project>
ITSC-Terre Haute (Region 7)	Faculty Inservice Tutoring	Student Mentors College Life/Success Seminars Daycare	
ITSC-Indpls. (Region 8)	Student Tracking & Advising Program	Follow-up Advising New Dimensions	Evaluation of STA Program Implementation of Noel-Levitz Retention Management
ITSC-Richmond (Region 9)			Implementation of Seven Basic Management Strategies

Institution	Proven Programs	Recently Implemented	Under Consideration
ITSC-Bloomington (Region 10)	Academic Preparedness Development Transition to College Academic Support Recognition of Achievements Support Services Student Involvement <Others>		
ITSC-Columbus (Region 10)	Information on Financial Aid	Expansion of Adaptive Technical Resources Basic Courses Improve Design Technique	Staff Development Mentoring Program
ITSC-Evansville	College Initiative: Increasing the Success of General Technical Degree-seeking Students NOW-Direct Mail for Continuing Students	Regional Initiative: Enrollment Management Plan	Regional Initiative: College Success Skills
ITSC-Sellersburg (Region 13)		Greet & Eat	